

Minister Destiny Testimony Schools

Law Enforcement: Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

Law Enforcement — Class Book · Section 6

Minister Destiny Marie Morgan

Minister & Founder

A Prayer Before You Begin

In the name of God, the Most Gracious, the Most Merciful.

Lord, bless this reader on their journey. Guard their health in body, mind, and spirit as they study. Open their heart to knowledge and their mind to understanding, and let what they learn here become light in their hands. Guide them to the places where they are needed — to help others, and to save lives, safely. Bless their steps, their work, and every life their learning will one day protect.

Amen.

— Minister Destiny Marie Morgan

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Minister Destiny Testimony Schools — Law Enforcement: Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up.

Published by Minister Destiny Marie Morgan, Minister & Founder.

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This is community-designed training — Minister Destiny's program, built from lived experience in the neighborhoods being policed. It is not agency policy and does not replace your department's training, general orders, or the law. Where this program proposes new approaches, they are taught and labeled as proposals.

How This Book Works

This book is one class of Minister Destiny Testimony Schools — Law Enforcement: Section 6 — Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up. It is the study book for this class's test. Everything the test asks is taught in this book, in plain language: the full lesson, Words to know, the stories to think through, the Try-this activity, and Resources to keep.

Minister Destiny Testimony Schools is a free school. The classes, the tests, and the certificates are free online at destinymorganbooks.com — nothing about this class costs money. This book is the print edition, for people who want the class in their hands. You never need to buy a book to take a class or a test.

How to use this book: read the lesson, learn the Words to know, think through the stories, and do the activity. Try the word search for fun. Then take the Chapter Test at the back of the lesson — printed without answers marked. Score 80% or higher to complete the class and earn its certificate (the certificate page is in this book; write your name on it after you pass). The Answer Key is at the back of the book, for parents, teachers, and self-checking after you finish. Go at your own pace.

Contents

A Prayer Before You Begin	2
Copyright	3
How This Book Works	4
Contents	5
Before You Start	6
Section 6 — Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up	7
My Agenda — Class Tracker	21
Resources to Keep	23
Answer Key	24
Sources & Credits	25
About the Author	26

Before You Start

A note on what this school is: this is community-designed training — Minister Destiny's program, built from lived experience in the neighborhoods being policed. It is not agency policy and does not replace your department's training, general orders, or the law. Where this program proposes new approaches, they are taught and labeled as proposals. Nothing here is legal advice.

Before you start

- This school never collects your name. Progress and quiz answers stay on your device; pass the section quiz (80% or higher, retakes allowed, answers are not shown) and your certificate downloads with a blank name line to fill in after saving.
- Children are the residents least able to ask police for help directly. A child cannot call a non-emergency line to explain a house, cannot drive to a station, and often cannot safely speak in front of the very adult a report would concern. So children signal in the ways available to them — through school, through behavior, through silence. This section teaches you to read those signals as this program proposes they be read: as triggers for a support check, delivered with care, never as automatic proof of a crime and never as a punishment aimed at a struggling family.

Section 6 — Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

Minister Destiny Testimony Schools — Law Enforcement

The lesson

1. Why school is where children's lives become visible

School is the one institution that sees almost every child, almost every day, against a baseline. Teachers know what a child's ordinary looks like — their energy, their friend group, their handwriting effort, their appetite at lunch — which makes change legible there before it is legible anywhere else. A student whose work collapses across every subject in six weeks, a reliable child who stops turning anything in, a teenager whose grades fall off a cliff the same month she stops staying for the activities she loved: those patterns are information, and they frequently have nothing to do with laziness or attitude.

Grades and unfinished work sit at the center of this section because they are measurable, recorded over time, and visible without anyone entering a home or questioning a child. A single bad test is a bad week. A pattern — D or F grades spreading across subjects, chronically unfinished work from a child who used to finish, repeated absences stitched around the edges — is a flare sent up from inside a household that may be in trouble: a parent's illness or job loss, violence at home, a child caring for younger siblings at night, homelessness or a move into doubled-up housing, bullying, an untreated health or vision problem, grief. Sometimes the cause is inside the school itself. Either way, the pattern says the same first thing: somebody should ask, kindly and competently, whether this family needs support.

Hold the limits of the signal just as firmly. Falling grades are not evidence of abuse or neglect. Plenty of children struggle academically in safe, loving homes — a learning disability undiagnosed, a language being learned, a subject that simply defeats them, a teacher mismatch. The signal justifies a question and an offer of help. It never justifies an accusation, and an officer who treats it as proof will harm innocent families and teach schools to stop sharing signals at all.

2. This program's proposal — grade patterns as a support-check trigger

The approach in this section is **Minister Destiny's program proposal and approach. It is not current agency policy, not school policy, and not the law.** It is taught and labeled as a proposal, exactly as Section 5 taught the vehicle sign proposal, so that officers, school partners, and community members are discussing the same design with their eyes open.

The proposal in plain terms. Where a school and a department have agreed to work together under the applicable law, policies, and privacy protections, a defined school signal — a student whose grades have fallen to D or F across subjects, or whose work has become chronically unfinished, in a pattern that persists after the school's own ordinary outreach to the family — would trigger a **support check**: a planned, non-emergency contact with the family whose stated purpose is to find out what changed and what help, if any, the family wants and needs. The check is a door-knocking offer of support, not a search, not an interrogation, and not a child-removal instrument. Concerns that rise to suspected abuse or neglect follow the same reporting channels and legal standards they always have; the proposal adds an earlier, softer door before a family's hard semester becomes a crisis call.

Why this design. The proposal answers a gap officers know well. Police typically meet a struggling family for the first time at the worst moment — the 911 call, the arrest, the emergency removal — when trust is impossible and options are narrowest. The family whose child stopped turning in work in October often needed a ride, a benefits form explained, a landlord mediated, a parent connected to help in November. A support check moves the first contact upstream, to a moment when help is still small, cheap, and acceptable — and when the officer arrives as a person offering resources rather than as the beginning of a case.

The safeguards the proposal carries with it. A trigger is a pattern over time, never one assignment or one teacher's frustration. The school's own steps come first — teacher contact, counselor outreach, offers of tutoring and school-based help — so the check supplements educators rather than replacing them. Families are told plainly what prompted the visit and that accepting help is voluntary, except where a separate, specific safety concern invokes duties that already exist in law and policy. Information gathered on a support check is documented as observations and family statements, protected as your department's procedures require, and never used to build unrelated enforcement. And the proposal measures itself by family outcomes — children back in class, work returning, services connected — not by arrests, citations, or removals, which are not its currency.

What officers should say about it. In any community or school conversation, name it accurately: a proposal from this program, under discussion, not a rule anyone has broken by being unaware of. Never tell a family "the school reported your child's grades to the police" as if a standing legal pipeline exists. Accuracy here is the difference between a community debating an idea and a community fearing a rumor.

3. The support check itself — how to conduct one

Whether a check arises under this program's proposal, through a school resource relationship, or from another lawful referral your department accepts, the craft is the same. Plan it as a help visit and conduct it as one.

1. **Prepare from facts, not folklore.** Review exactly what signal prompted the contact, what the school already tried, and what resources exist locally for the likely needs — food support, tutoring, housing help, medical care, crisis lines. Know which partner or team in your department handles family support and follow its procedures; where a school counselor or family liaison can join or lead, that is usually the better door.

2. **Choose time and manner deliberately.** A planned check happens at a civil hour, in ordinary uniform or as your department directs, without a show of force — one or two people, not a line of cruisers, unless a separate safety fact requires otherwise. Knock, step back from the door, and give the household time to come to it.

3. **Introduce the visit honestly.** Name, department, and the plain reason: "The school noticed Maya's grades have dropped and a lot of work isn't getting finished, and we check in with families when that happens to ask if anything's changed and whether any support would help." No euphemisms the family will decode anyway, and no suggestion that they are in trouble.

4. **Listen longer than you talk.** The first account — a father's hours cut, a grandmother's hospitalization, a broken car that ended the bus routine, a child translating adult paperwork at midnight — is the diagnosis the visit exists to gather. Ask what would help this month, specifically, and write down what they actually say.

5. **Offer concrete resources, not general advice.** A named next step beats a brochure pile: the crisis and help lines in this section's resources, the school counselor's name, the local hospital for a health concern, the offer to connect the family with your department's crisis-intervention team or a community partner under your procedures. Where the family declines help and no safety concern is present, accept the decline with the same grace Section 4 taught for a refused prayer. Leave the door open and the information behind.

6. **Watch and note the child's presentation as Section 1 taught** — fed or hungry, rested or exhausted, at ease with the adults present or watchful and flinching — as observations, in factual words, understanding that a tidy home is not required and a cluttered one is not a finding.

7. **Close the loop.** Tell the school partner, through the agreed channel, that contact was made and whether the family accepted a connection to support — sharing only what the partnership and privacy rules allow. A signal that disappears into silence teaches schools that signaling is pointless.

If, during any check, you encounter facts that indicate a child is being harmed or is in immediate danger, the visit changes character: act under the law, your training, and your department's procedures, including medical help through 911 where needed and the reporting channels that apply to suspected abuse or neglect. Support and safety are not rivals. The check earns trust precisely because families learn it is genuinely an offer — and because officers who conduct it still act, without hesitation, when a child truly needs protection.

4. Kids who cannot speak up — reading silence as information

Some children cannot report what is happening to them: very young children, children with disabilities that affect speech or communication, children who do not share a language with the adults around them at school, and children who have been taught — by fear, by loyalty, by an adult's warning — that speaking brings punishment. Section 1's porch scene introduced the still, silent child in the doorway. This section gives that child your full attention.

Silence at a home visit or school contact is data, not emptiness. Note its shape. A shy child who warms up, glances at a parent for permission in the ordinary way, and eventually shows you a drawing is communicating safety in the way shy children do. A child who goes still when a particular adult enters, who checks that adult's face before answering harmless questions, who startles at ordinary movement, or who answers every question — even "do you like school?" — with the same flat "fine" while looking at the floor, is showing you a pattern worth gentle follow-up through the proper professionals. So is the opposite performance: the child who is eerily adult, managing the adults in the room, answering for siblings, and monitoring everything — a small person doing a job no child should hold.

Practical conduct with children follows a few steady rules. Get to their level physically when you speak, keep questions few, open, and about immediate, concrete things — never conduct anything resembling an investigative interview of a child unless you are trained, authorized, and following your department's procedures for exactly that; forensic interviewing of children is specialist work, and a well-meant leading question can damage both a child and a case. Do not promise a child secrecy you cannot keep, and do not press a child to speak in front of an adult they may fear; arrange, through school staff, counselors, and your department's procedures, for the child to be heard by the right professional in a safer setting. And remember siblings: the child who talks easily sometimes opens the door for the one who cannot, and the quiet one at the edge of the room is frequently the reason you are glad you came.

5. Home safety — what to notice, and what a home is not required to be

When you are lawfully inside a home on any call, your eyes are gathering the environment a child lives in. This program teaches a support-minded read of that environment. Notice the basics that keep a child safe and able to learn: food in the home and a way to prepare it, a sleeping arrangement for the child, heat and running water, medication and hazardous items stored out of small children's reach, working smoke alarms where you can see them, and an adult present who is able to supervise. Notice, too, the invisible infrastructure of school success: a place and a time where homework can happen, a way to get to school, an adult who knows the teacher's name.

Then apply Section 1's discipline with full strength. A home is not required to be tidy, furnished to a middle-class standard, stocked with educational toys, or quiet. Poverty is visible in homes exactly as it is on streets — crowded rooms, repaired furniture,

doubled-up families, a parent asleep at noon because the shift ended at dawn — and none of it is neglect. The questions that matter are narrower: is this child fed, supervised, medically cared for, sent to school, and safe from harm? A family can be poor and excellent at all five. A wealthy home can fail several behind a clean door. Judge the five, not the décor, and when one of the five is wobbling because of a solvable problem — no alarm battery, no ride, a benefits lapse — solving it, or connecting the family to who can, is law-enforcement work this program is proud to claim.

Where you do see a genuine hazard — a toddler within reach of unsecured medication, a heating source plainly dangerous, a child left alone far beyond their years — address the immediate risk proportionately, explain it as safety rather than judgment ("let's get those up on the high shelf together, and I'll leave the number for free alarms"), document facts, and use the reporting and follow-up channels your department and the law provide when a hazard is serious, repeated, or refused. One fixed hazard, fixed kindly in front of you, is a better outcome for that child than a citation in a drawer.

6. Partnership with schools — roles, respect, and privacy

Officers and educators need each other here and must not blur each other's jobs. Teachers and counselors hold the long relationship and the educational remedies — tutoring, counseling, family meetings, flexibility where policy allows. Officers bring a knock that gets answered, knowledge of community resources and crisis teams, and the ability to act when a home situation turns out to hold a genuine safety emergency. School resource officers sit closest to this partnership and, in this program's teaching, succeed by being known as helpers first — the officer a counselor can send to a family's door with confidence about how the knock will sound.

Privacy binds the whole design. Student records and family information are protected by law and policy for good reason: a family that believes a child's report card becomes a police file will hide the next crisis until it is an emergency. Share the minimum, through the agreed channels, for the stated purpose — and say so to families in plain words. Within those bounds, make the partnership visible in its friendly forms: officers at school family nights as guests, resource information left with counselors for families who ask, and the local library named as a place families can find tutoring, benefits, and community-program information with a librarian's help. Trust between institutions, like trust on a porch, compounds from kept promises about small things.

Words to know — Section 6

- **Support check** — a planned, non-emergency contact with a family, triggered by a signal of struggle, whose purpose is to learn what changed and connect the family with help.
- **Trigger (proposal)** — in this program's proposal, a defined pattern — D or F grades across subjects, or chronically unfinished work persisting after a school's own outreach — that prompts a support check.

- **Chronically unfinished work** — an ongoing pattern of assignments not completed by a student who was previously able to complete them, read as a signal rather than a character judgment.
- **School baseline** — a teacher's knowledge of a child's ordinary behavior, work, and energy, against which a change becomes visible.
- **Nonverbal signal** — information a child communicates without words — stillness, watchfulness, startle, withdrawal, or caretaking behavior beyond their years.
- **Forensic interview** — a specialist, structured interview of a child about possible harm, conducted by trained professionals under department procedures; not a doorstep conversation.
- **Doubled-up housing** — a family living with relatives or another household because of economic hardship, a common and non-criminal arrangement.
- **Family liaison** — a school or community staff member whose role is connecting families with resources, meetings, and support.
- **Mandated reporting** — the legal duty, carried by many professionals, to report suspected child abuse or neglect through designated channels; officers follow the law and department procedures that apply to them.

Myths vs facts — Section 6

- **Myth:** A child earning Ds and Fs is a child whose parents do not care. **Fact:** Grade collapse most often tracks a change in the household — illness, work, housing, grief, a child's own health — and many struggling students have parents who care deeply and are out of resources, not concern.
- **Myth:** A messy or crowded home is a neglectful home. **Fact:** The safety questions are whether a child is fed, supervised, medically cared for, sent to school, and safe from harm; poverty's clutter answers none of them.
- **Myth:** A quiet child at a police visit is a fine child. **Fact:** Silence has shapes — ordinary shyness warms up, while fear-shaped stillness tracks a particular adult and does not lift; the pattern, read carefully, is information for proper follow-up.
- **Myth:** The grade-trigger support check in this section is a rule schools and departments already operate under. **Fact:** It is Minister Destiny's program proposal, labeled as such; suspected abuse or neglect, by contrast, follows the reporting duties and channels that already exist in law and policy.

Think it through — Section 6

The situation: A middle-school counselor contacts your department's school liaison under a local partnership and shares a concern, through the proper channel: a twelve-year-old who earned Bs last year now has Ds and one F, has turned in almost nothing for five weeks, and has fallen asleep in class four times. The school has called

home twice; the mother sounded exhausted, said "we're handling it," and no meeting has happened. The counselor is not alleging abuse. She is asking, in the spirit of this program's proposal, whether a support check makes sense.

Walk it through:

1. Name the signal precisely: a cross-subject grade collapse, chronically unfinished work over five weeks, and daytime sleep — three facts that together suggest a household change, while proving nothing about its cause. The school's own outreach has happened first, as the proposal's design requires.
2. Check the frame before anyone knocks. This is a support check, not an investigation of a reported crime. Plan it at a civil hour, with the liaison or counselor connection in place, resources in hand, and no show of force.
3. At the door, introduce the visit honestly in the proposal's terms — the school noticed the change and the shared purpose is to ask what shifted and what would help. Then listen. In this case the mother, after a long pause, explains that her overnight shift became mandatory, her own mother — the child's after-school adult — is in the hospital, and the twelve-year-old has been putting two younger siblings to bed and waiting up for her, doing homework, when it happens at all, after midnight.
4. Match resources to the actual diagnosis: the falling grades were a childcare-and-sleep problem wearing an academic costume. The counselor can address the school side — a check-in adult, flexibility arranged under school policy, a place to rest a plan for catching up — while you connect the family with the help lines and community resources that fit, and a follow-up is set so the signal does not vanish.
5. Assess the child questions separately and calmly: the children are fed, the siblings are with a twelve-year-old for a defined stretch — a supervision question to work on with the mother as a problem to solve together, not a gotcha — and no fact presented suggests abuse. Document observations and the mother's own account, share back through the agreed channel only what the partnership allows, and let the outcome measure be the one the proposal names: work returning, sleep restored, a family that will call earlier next time because the first knock was kind.

One more real-life story — Section 6

An officer on a noise call in a crowded apartment noticed a boy of about nine sitting at a kitchen table long past midnight, copying the same worksheet line by line, erasing holes in the paper. His mother, embarrassed, said he was "just slow with homework." Over the following weeks the officer, who handled calls at that address for other reasons, saw the same scene repeated — and learned, in small pieces offered because he never once mocked the home or threatened the mother, that the boy had been moved between three relatives that school year, that his glasses had broken in the first move and no one had replaced them, and that he was copying by guesswork because he could not see the board at school or the page at home. The fix, when it finally assembled itself through the school

counselor and a community vision program the counselor knew, cost almost nothing: an eye exam, a pair of glasses, and one stable desk. His unfinished work, it turned out, had never been a discipline problem or a family failure. It was an eyesight problem that three households each assumed another had handled. The takeaway closes this school's first half: behind a great many school signals sits a small, specific, solvable problem — and the officer's job is to help the right people find it before anyone reaches for a punishment or a file.

Try this — Section 6

Carry this support-check pocket sequence until it is habit:

- **Signal:** State the exact pattern that prompted contact, in dates and observations — never "the school is worried about that family."
- **Frame:** Say the purpose out loud at the door — support and information, honestly named — before any questions.
- **Story:** Ask what changed, then listen for the specific, solvable problem underneath the signal.
- **Support:** Offer one concrete connection before you leave: a named counselor, a help line from the list below, your department's crisis-intervention team, or a follow-up you personally schedule.
- **Safety:** Keep the five questions running throughout — fed, supervised, medically cared for, sent to school, safe from harm — and act under the law and your procedures the moment a fact, not a feeling, answers one of them badly.

Resources to keep — Section 6

- **911** — for a child in immediate danger or any medical emergency.
- **Childhelp National Child Abuse Hotline — 1-800-422-4453** — for guidance and reporting support when you are concerned a child may be abused or neglected.
- **988** — call or text 988 for the Suicide and Crisis Lifeline, for a parent, caregiver, or young person in emotional distress.
- **Crisis Text Line** — text HOME to 741741 for a live, trained crisis counselor by text — a channel teenagers in particular may actually use.
- **National Domestic Violence Hotline — 1-800-799-7233** — or text START to 88788, when a home's change traces back to violence or control.
- **SAMHSA National Helpline — 1-800-662-4357** — free, confidential referral for substance-use and mental-health treatment for a parent or family member.
- **RAINN — 1-800-656-4673** — the National Sexual Assault Hotline, for confidential support and local connection.

- **Your department's crisis-intervention team** — and your school liaison or family-support partners, requested through your department's procedures.
- **The local hospital** — for a child's medical evaluation whenever health may be part of the signal.
- **Your local library can help you find** tutoring programs, benefits information, and community family resources to leave with families who want them.

What you earned / what's next — Section 6

Section 6 complete (quiz score 80% or higher): You can read grade collapse and chronically unfinished work as signals that justify a kind question, describe this program's support-check proposal accurately as a proposal, conduct a support check that listens first and connects concretely, read a silent child's behavior as information without forcing speech, and judge a home by whether a child is fed, supervised, cared for, schooled, and safe.

Word Search — Section 6

Find the words from this class's Words to know. Words run across, down, or diagonally.

V	L	C	F	X	G	M	I	O	T	N	Z	I
S	Z	U	A	W	Y	V	H	U	R	P	W	Y
U	L	T	M	O	N	I	G	C	Z	H	N	C
P	Q	F	I	M	R	X	H	W	W	V	A	S
P	H	A	L	A	L	D	P	T	G	S	N	X
O	X	X	Y	Q	G	P	C	Y	Y	B	I	L
R	U	H	L	F	C	Z	Z	H	K	I	R	K
T	N	P	I	M	W	T	C	W	Z	B	Z	P
C	Q	Q	A	K	R	H	D	Y	B	S	J	H
H	N	F	I	C	V	W	X	J	G	P	S	H
E	Y	O	S	C	P	J	B	M	B	K	R	I
C	B	X	O	W	T	R	I	G	G	E	R	F
K	E	M	N	H	R	Y	E	E	F	X	A	C

Words to find: Supportcheck · Trigger · Familyliaison

Chapter Test — Section 6

Answer every question. Score 80% or higher to complete this class and earn its certificate. The answers are in the Answer Key at the back of this book — for parents, teachers, and self-checking after you finish.

1. In the lesson's worked scenario, a student's grades fall from Bs to Ds and an F, work stops for five weeks, and she sleeps in class after the school has already reached out twice. What does the school teach?

- A. Treat the grade pattern as proof of neglect and open an investigation at the door
- B. Send an officer to interview the child alone at school
- C. Conduct a planned support check — honest introduction, listening first — which in the lesson reveals an overnight-shift and childcare change, matched with school and community support
- D. Wait until the school reports a crime

2. What is the "trigger" in this program's grade proposal?

- A. A defined pattern — D or F grades across subjects, or chronically unfinished work persisting after the school's own outreach — that prompts a support check under this program's proposal
- B. Any single missed assignment
- C. A teacher's request to discipline a student
- D. A standing legal pipeline from report cards to police files

3. How should an officer read a child's silence at a home visit?

- A. A quiet child is always a fine child
- B. Silence has shapes — ordinary shyness warms up, while stillness that tracks a particular adult and does not lift is information for proper follow-up
- C. A quiet child should be questioned until they speak
- D. Silence at a visit proves a child is being coached

4. When judging a home a child lives in, what questions matter in this school's teaching?

- A. Whether the home is tidy and furnished to a comfortable standard
- B. Whether the parent is polite and lets officers in quickly
- C. Whether there are educational toys in the home
- D. Whether the child is fed, supervised, medically cared for, sent to school, and safe from harm — not the décor

5. What does the lesson say about interviewing a child about possible harm?

- A. Any officer may do it at the doorstep if the questions are gentle
- B. Parents should conduct it with an officer present
- C. It is specialist work — forensic interviewing of children is done by trained professionals under department procedures, and a leading question can harm both a child and a case
- D. It is the best way to open a support check

6. What distinguishes a school signal from an ordinary bad week?

- A. Grades are recorded, so each one is equally meaningful
- B. A single bad test is a bad week; a persistent pattern across subjects, after the school's own outreach, is a signal that a kind question is justified
- C. One failed test proves a household is in crisis
- D. Grades only matter at report-card time

7. How does a support check begin at the door?

- A. Name, department, and the plain reason — the school noticed the change, and the visit asks what shifted and whether support would help
- B. A suggestion that the family is in trouble with the school district
- C. A euphemism the family will not decode
- D. Questions about the child's work before any introduction

8. How does the grade-trigger proposal measure its own success?

- A. By arrests made at visited homes
- B. By how many families accept a brochure
- C. By whether officers feel the visits went well
- D. By family outcomes — children back in class, work returning, services connected — not by arrests, citations, or removals

9. In the lesson's second story, a boy's chronically unfinished homework turned out to be:

- A. Laziness, confirmed by three households
- B. A discipline problem the school should punish
- C. A small, specific, solvable problem — an eye exam and glasses — that each household assumed another had handled
- D. Proof that unfinished work always has a medical cause

10. How should information be shared between officers and schools in this work?

- A. Share everything with the school so educators feel informed

- B. Share the minimum, through the agreed channels, for the stated purpose — and tell families so in plain words
- C. Share nothing under any circumstances, even through agreed channels
- D. Let each officer decide what feels right to pass on

Certificate — Section 6

Minister Destiny Testimony Schools

Certificate of Completion — Section 6: Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

This certifies that

Name (write your name here)

has completed

Minister Destiny Testimony Schools — Law Enforcement

Section 6: Schools, Grades and Home Safety Checks: When School Struggles
Signal a Need for Support, and Children Who Cannot Speak Up

Date completed: _____

Presented by **Minister Destiny Marie Morgan**, Minister & Founder

Congratulations. You have learned to hear the residents who cannot call for themselves — to treat a child's falling grades and unfinished work as a family asking, in the only language it has left, whether anyone will help before things get worse. Answering that knock with support is some of the most important work in this whole school. — Minister Destiny Marie Morgan

School completion and rank are school achievements only. It is not a law-enforcement rank, title, or credential, and it does not certify you for any duty.

Educational completion certificate only — not a state license, POST certification, or government credential.

Minister Destiny Testimony Schools — Law Enforcement

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My Agenda — Class Tracker

Everything in this agenda is yours to write in. It stays in your book — nothing is collected.

Step	Done	Date	Score	Grade
Week 1 — Study the lesson				
Week 2 — Study + Words to know				
Week 3 — Stories + Try-this activity				
Week 4 — Chapter test (pass at 80% or higher)				

Letter grades: A 90–100 · B 80–89 · C 70–79 · D 60–69 · F below 60.

My goals for this class

Write the goals you are working toward in this class — and for yourself.

My Weekly Planner

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Notes

Resources to Keep

This class's resources, in one place. Keep this page.

- 911 — for a child in immediate danger or any medical emergency.
- Childhelp National Child Abuse Hotline — 1-800-422-4453 — for guidance and reporting support when you are concerned a child may be abused or neglected.
- 988 — call or text 988 for the Suicide and Crisis Lifeline, for a parent, caregiver, or young person in emotional distress.
- Crisis Text Line — text HOME to 741741 for a live, trained crisis counselor by text — a channel teenagers in particular may actually use.
- National Domestic Violence Hotline — 1-800-799-7233 — or text START to 88788, when a home's change traces back to violence or control.
- SAMHSA National Helpline — 1-800-662-4357 — free, confidential referral for substance-use and mental-health treatment for a parent or family member.
- RAINN — 1-800-656-4673 — the National Sexual Assault Hotline, for confidential support and local connection.
- Your department's crisis-intervention team — and your school liaison or family-support partners, requested through your department's procedures.
- The local hospital — for a child's medical evaluation whenever health may be part of the signal.
- Your local library can help you find tutoring programs, benefits information, and community family resources to leave with families who want them.

Answer Key

For parents, teachers, and self-checking after you finish the chapter test.

Section 6 Test — Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

1. Conduct a planned support check — honest introduction, listening first — which in the lesson reveals an overnight-shift and childcare change, matched with school and community support
2. A defined pattern — D or F grades across subjects, or chronically unfinished work persisting after the school's own outreach — that prompts a support check under this program's proposal
3. Silence has shapes — ordinary shyness warms up, while stillness that tracks a particular adult and does not lift is information for proper follow-up
4. Whether the child is fed, supervised, medically cared for, sent to school, and safe from harm — not the décor
5. It is specialist work — forensic interviewing of children is done by trained professionals under department procedures, and a leading question can harm both a child and a case
6. A single bad test is a bad week; a persistent pattern across subjects, after the school's own outreach, is a signal that a kind question is justified
7. Name, department, and the plain reason — the school noticed the change, and the visit asks what shifted and whether support would help
8. By family outcomes — children back in class, work returning, services connected — not by arrests, citations, or removals
9. A small, specific, solvable problem — an eye exam and glasses — that each household assumed another had handled
10. Share the minimum, through the agreed channels, for the stated purpose — and tell families so in plain words

Sources & Credits

The lessons in this book were written for Minister Destiny Testimony Schools from public sources — official websites, public health and safety organizations, help lines, and the law itself. The sources each chapter was built from, and the help resources it points you to, are listed under that chapter's name, with credit, so you can check anything in this book and keep learning. Court opinions and laws are public documents that belong to everyone. Everything here is retold in the school's own plain words — nothing in this book is copied from anyone else's book.

Section 6 — Schools, Grades and Home Safety Checks: When School Struggles Signal a Need for Support, and Children Who Cannot Speak Up

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The school itself is free: every class in this book, with its test and certificate, is free online at destinymorganbooks.com.

About the Author

Minister Destiny Marie Morgan is an ordained Muslim minister. She was ordained on May 15, 2025, through the Universal Life Church, and she is registered clergy in Massachusetts.

Her ministry is advocacy — standing up to injustice and helping people, locally and internationally.

She is the founder of Minister Destiny Testimony Schools, a free school. She built it so people can learn for free what cost her years to learn — people who may not have jobs, good credit, or loans, and who deserve real knowledge anyway. Every class is free online, for every age, with no sign-up and nothing collected.

She is also the author of two testimony series — Chronicles of Destiny Morgan and The Chronicle Trials — her own story, in her own words. Those books are her testimony; these school books are her teaching.

Follow her Amazon Author Page to find every new book as it comes out.

The school is free online at destinymorganbooks.com.

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From Minister Destiny

You finished this book — but the learning does not stop here. Keep your resources close, keep asking questions, and use what you now know to help the people around you. If this book helped you, pass it to someone who needs it. I built this school for you, and I am proud of you for showing up for yourself. — Minister Destiny Marie Morgan

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